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ABSTRACT

To fulfill Wisconsin's responsibilities for reporting to the federal government and to share information on Wisconsin's Title I Migrant education projects, end-of-project evaluation reports were submitted for each project and were based on data in Title I grant applications and Migrant Student Record Transfer System data. Wisconsin operated 20 school year and 14 summer Title I Elementary and Secondary Education Act migrant education projects in fiscal year 1977, serving 2,806 students (63% true migrants, summer school project participants aged 6 months to 20 years, school year project participants aged 4 to 18 years). Of all students served, 71% were 5 to 17 years old. Most of the school year programs employed teachers and/or aides to tutor students in reading and math, while summer programs added cultural enrichment, physical education, and vocational education components. Few fall term programs and almost no summer programs provided objective data reflecting the impact of program services on student language or mathematics ability; however, evaluators did observe improvement in student achievement and/or attitudes. Project administrators indicated the most satisfaction with food service and student recruitment and the least satisfaction with parent involvement and evaluation procedures. Also reported are project administration, student mobility, funding, staffing, bilingual instructional status, inservice education, parent involvement, coordination with other programs, and descriptions of individual programs. (AN)

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ED194273

STATE OF WISCONSIN

ANNUAL EVALUATION REPORT

E.S.E.A. - TITLE I MIGRANT EDUCATION PROGRAMS

FISCAL YEAR 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STATE OF WISCONSIN

ANNUAL EVALUATION REPORT

E.S.E.A. - TITLE I MIGRANT EDUCATION PROGRAMS

FISCAL YEAR 1977

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OCT 2 8 1980

TABLE OF CONTENTS

SECTION		PAGE
	SUMMARY	1
	INTRODUCTION	4
I.	STATEWIDE SUMMARY OF PROGRAMS	5
	Project Administration	5
	Participants	8
	Funding	14
	Location and Time of Project Services	16
	Staff Employed	16
	Inservice Education	19
	Parent Involvement	21
	Coordination With Other Programs	22
II.	PROJECT ADMINISTRATORS SATISFACTION WITH SELECTED ASPECTS OF PROGRAM OPERATION	24
III.	DESCRIPTION AND EVALUATION OF INDIVIDUAL PROGRAMS	26
	School Year Projects	26
	Summer Projects	31

APPENDICES

A.	EXPENDITURES BY TYPE	40
B.	PARTICIPANTS	45
C.	EVALUATION REPORTING FORM	47
D.	MSRTS STATE SUMMARY SHEET, CALENDAR YEAR 1977	52
E.	STUDENT ELIGIBILITY/PERMISSION FORM, FY 1977	53

SUMMARY

Participants

Wisconsin operated 20 school year and 14 summer Title I ESEA Migrant education projects in FY 1977 -- serving 2,806 students. Approximately 63 percent of these students were true migrants and 37 percent had settled-out of the migrant stream within the last 5 years. The youngest child served by these projects was 6 months and the oldest 20 years old. The range of summer school project participants ages (6 months to 20 years) was greater than that of school year project participants (4 to 18 years). The Migrant student record transfer system report for calendar year 1977 indicated that 71 percent of the students served were 5 to 17 years old and that interstate migrants were enrolled the shortest period of time (5.70 months). The average daily attendance reported for school year and summer projects also indicated that only 49 percent of the school year project students and only 70 percent of the summer school participants received services on a typical day.

Funding

Analysis of the approved budgets for the migrant projects indicated that approximately 72 percent of the anticipated expenditures ($901,782) occurred during the summer and that instructional costs claimed the largest share (59 percent) of the Title I migrant education budget. It was not possible to identify the total amount of expenditures during the grant period because the amount of FY 1978 A grant funds utilized in the grant period could not be identified. However, analysis of the expenditures from the

major sources (FY 76 carryover and FY 77 A grants) indicated that $560,437.13 of the $721,124 A grant and $111,526.35 FY 76 carryover was expended during the grant period (total of $671,963.48).

Staffing

Teachers and aides were the major staff in Title I programs. Only 29 percent of the teachers and aides employed were not bilingual or bilingual and bi-cultural. The average pupil-teacher ratio in school year projects (1-9.95) was slightly less than that in summer projects (1-12.0). Summer projects also employed a variety of supportive service staff.

Inservice Education

Ninety percent of the projects reporting indicated that they had inservice or preservice training. School year project staff received an average of 9.68 hours of training and summer school staff 18.08 hours. Material/ equipment use, staff roles, and teaching techniques were the most frequently reported inservice topics.

Parent Involvement

Seventy percent of the projects reported that the parents of Title I students were visited by a project teacher yet 40 percent of project administrators indicated they were "not satisfied" with the extent of parent involvement in their projects.

Coordination With Other Programs

Many of the children in the Title I program also received services from the National School Lunch program, Texas Migrant Council or the Migrant Health

Services (La Clinica). Administrators also reported 8 other programs that served the migrant Title I student population.

Program Design

Most of the school year programs employed teachers and/or aides to tutor students in reading and math. The summer programs also included cultural enrichment, physical education and vocational education components. In most cases, projects services were offered during the day in public school facilities. Twelve of the 34 programs operated from August of 1976 to June of 1977, 7 from August of 1976 to November of 1976, 1 from November of 1976 to May of 1977, and 14 in June, July, and August of 1977.

Evaluations

Few of the fall programs and almost none of the summer programs were able to provide objective data reflecting the impact of program services on student language or mathematics ability. (Reasons cited for this were the short time students were enrolled, and a lack of suitable instruments to assess non-English speaking students achievement.) However, many of the evaluators noted that they did observe improvement in student achievement and/or attitudes during the project period and a few described the health services provided through Title I funds. It should also be noted that evaluation reports were submitted for all but one of the migrant projects and that FY 1977 was the first year in which project administrators were given an evaluation report format to use for their final evaluations.

Responses from project administrators indicated that they were most satisfied with the food service and student recruitment components of their program and least satisfied with parent involvement and evaluation procedures.

INTRODUCTION

This report reflects the ESEA Title I migrant education programs operated from July 1 of 1976 through August 31 of 1977. It has been prepared to fulfill the state of Wisconsin's responsibilities for reporting to the U. S. Office of Education:

> "the State educational agency shall submit to the Commissioner reports evaluating the effectiveness of programs and projects under Title I in meeting the special educational needs of participating children during the preceding school year and the following summer term." [CFR 116.7(a)],

and to share information on Wisconsin's Title I migrant education projects with interested parties.

The report is based on information supplied to the Wisconsin Department of Public Instruction in Title I Grant Applications and End-of-Project Evaluation reports submitted for each project. Data from the Migrant Student Record Transfer System was also utilized.

Persons interested in further information on the programs described in this report are invited to contact the Wisconsin Department of Public Instruction Title I ESEA Office of Migrant Education.

I. STATEWIDE SUMMARY OF PROGRAMS

Project Administration

Administrative Unit

Twenty Title I migrant education projects operated during the school year and 14 in the summer. Eighty-five percent of these 34 projects were administered through Cooperative Educational Service Agencies (CESAs): regional service centers established by the Wisconsin legislature in 1965.[1] Two other projects were administered by staff from private agencies for migrant children, and the remaining 3 by local school district staff.

Eligibility Certification

Tne form in Appendix E was used to determine the eligibility of students for Title I migrant education services. In most cases, a project recruiter was employed to visit the migrant labor camps, identify eligible students, and obtain parental permission for their participation. Students were eligible to attend a Title I migrant if they were interstate, intrastate or settled-out migrants. These were defined as follows:

1. Interstate - A child who has moved with a parent or guardian across State boundaries within the past year in order that the parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or related food processing activities. The parent or guardian and the child are expected to continue in the migrant stream.

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[1] Sixteen of the 20 school-year projects operated through CESA 13, one through CESA 18 and one through CESA 9. In the summer, 8 projects operated through CESA 13, one through CESA 18, one through CESA 9, and one through CESA 3. CESA 18 project sites are listed on pages 29 and 34.

2. Intrastate - A child who has moved with a parent or guardian across school district boundaries within the past year in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.

3. Settled-out - A child of a family who once followed a migrant stream, who decided not to follow the crops and "settled-out" in a given community. The eligibility of children in this category to participate in projects funded under Public Law 89-750 continues, with written consent of the parents, for a period of five (5) years after the parents have settled-out.

Type of Children Served

Most of the projects served true migrant Children. A greater percentage of school year than summer projects served settled-out migrants.

TABLE

NUMBER OF PROJECTS BY TYPE OF CHILD SERVED

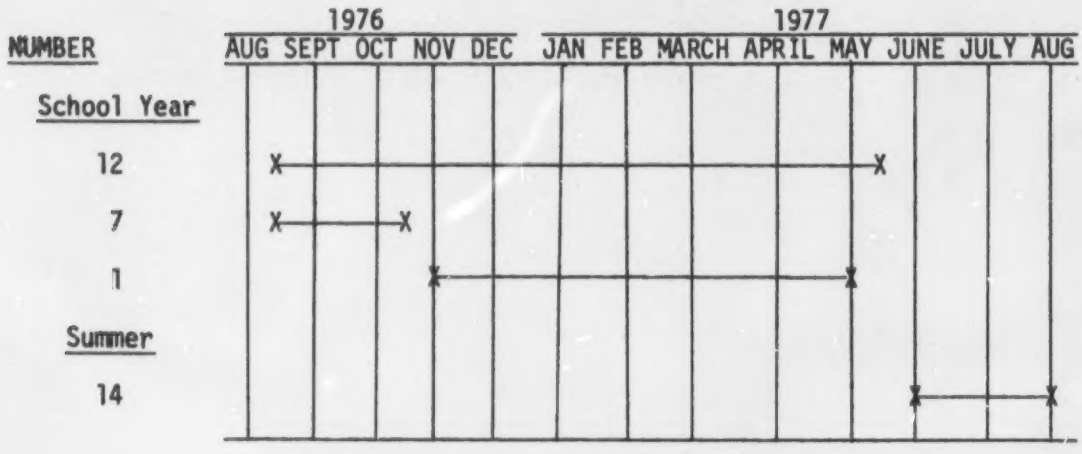
	Only True Migrant		Only Settled-Out Migrant		Both		Total	
	#	%	#	%	#	%	#	%
School Year	10	50	4	20	6	30	20	100
Summer	5	38	1	8	7	54	13*	100
TOTAL	15	46%	5	15%	13	39%	33	100%

*One summer project did not report the type of children served.

Duration of Project

Twelve or 60 percent of the 20 school year projects started in August or September of 1976 and ended in May or June of 1977. Seven others also started in August or September but ended in October or November of 1976. The remaining project started late (November of 1976) but operated until May of 1977. Summer projects operated in June, July and August of 1977.

FIGURE --TITLE I MIGRANT PROJECTS BY MONTHS OF OPERATION



Participants

The 20 school year migrant projects operated in FY 1977 reported serving 864 students and the 14 summer projects 1,992.[1] Since 50 of the summer project students also attended a fall/spring project, approximately 2,806 students were served. Another 168 students were enrolled but did not participate in the migrant programs.[2]

The migrant status of 2,524 of the 2,806 students served was reported. Of these, 1,594 (63 percent) were true migrants and 930 (37 percent) were settled-out of the migrant stream. Data from the Migrant Student Transfer Record System for calendar year 1977 indicates that most (over 80%) of the true migrant children were interstate migrants moving to Wisconsin from another state.

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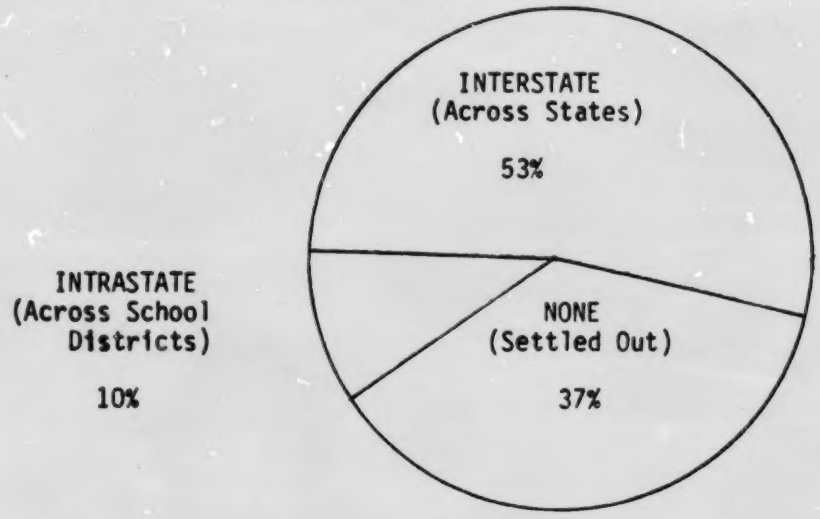
[1] One of the summer projects reported the number of students enrolled but not the actual number served. Thus the total number of students served in the summer was probably slightly less than 1,992.

[2] Directors reported 905 fall/spring, 2,119 summer and 50 yearlong enrollments--an unduplicated total of 2,974.

FIGURE 1.--MOVEMENT OF WISCONSIN TITLE I MIGRANT STUDENTS



The percentages of interstate, intrastate and settled-out Migrant Title I program participants were very similar to those in the previous year (52, 14, and 34 percent respectively).

Age

The youngest child served by a Wisconsin Title I migrant program was 6 months old and the oldest 20 years old. The range of summer school participants'

ages (6 months to 20 years) was greater than that of school year project participants (4 to 18 years).

The migrant student records system report for calendar year 1977 indicated that 17 percent of the students were under 4 years, 7 percent were 4 years old, 71 percent 5-17 years, and 5 percent 18 or older.

FIGURE 2.--TITLE I MIGRANT EDUCATION STUDENTS BY AGE

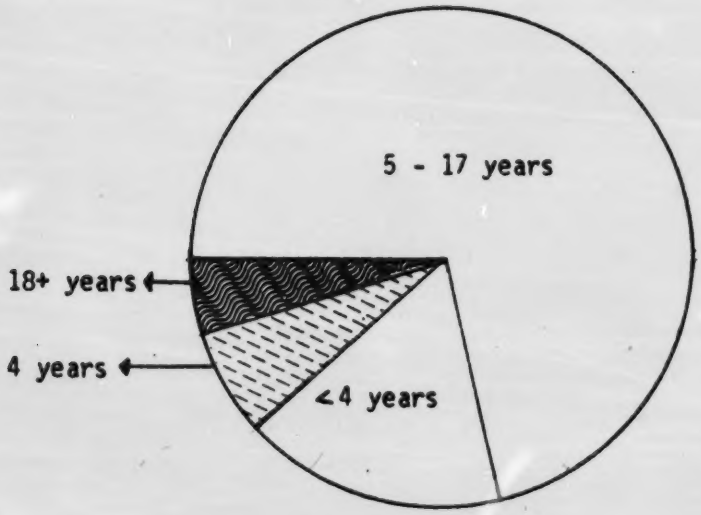


FIGURE 3--TITLE I MIGRANT PROJECTS BY AGE OF PARTICIPANTS

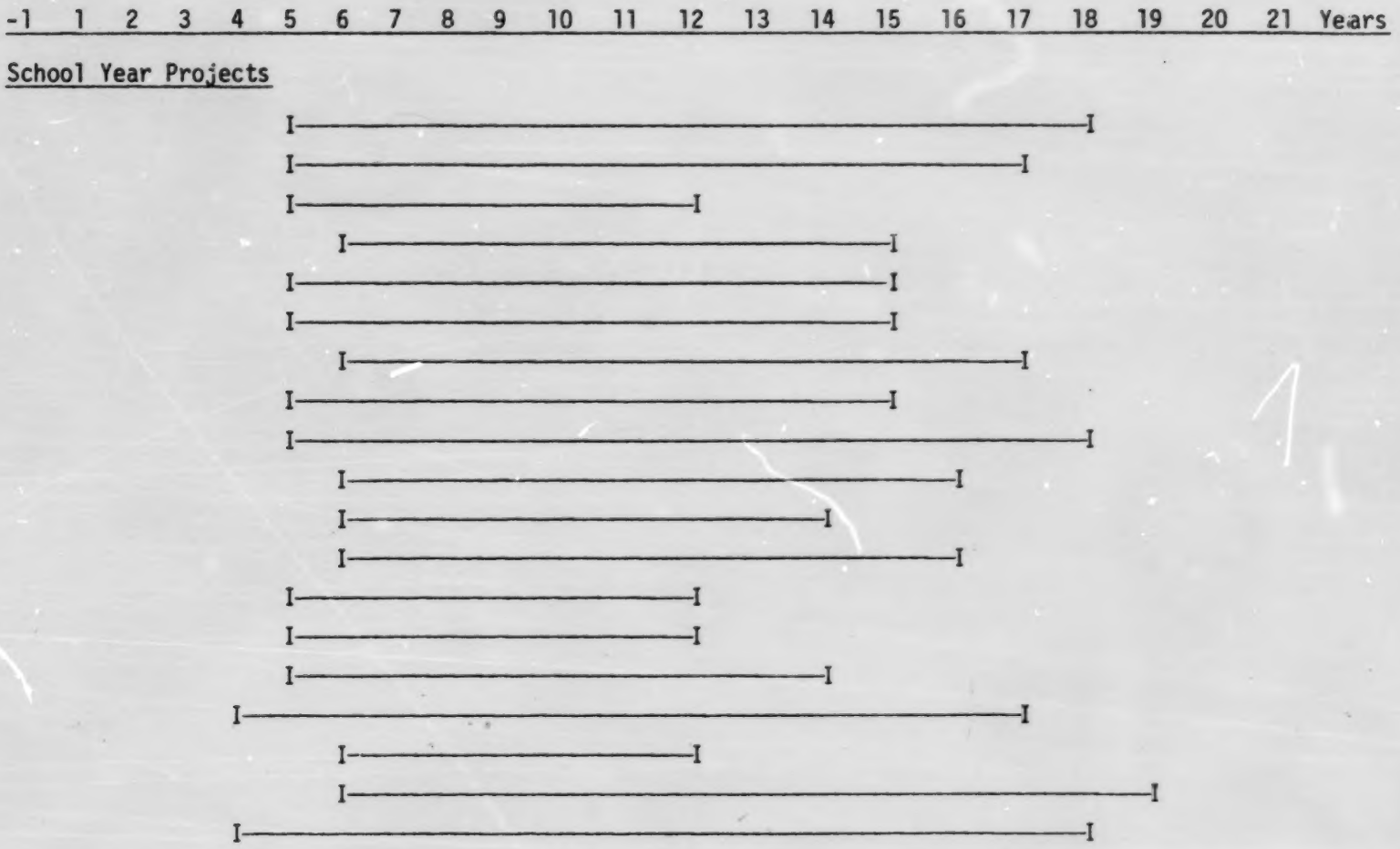
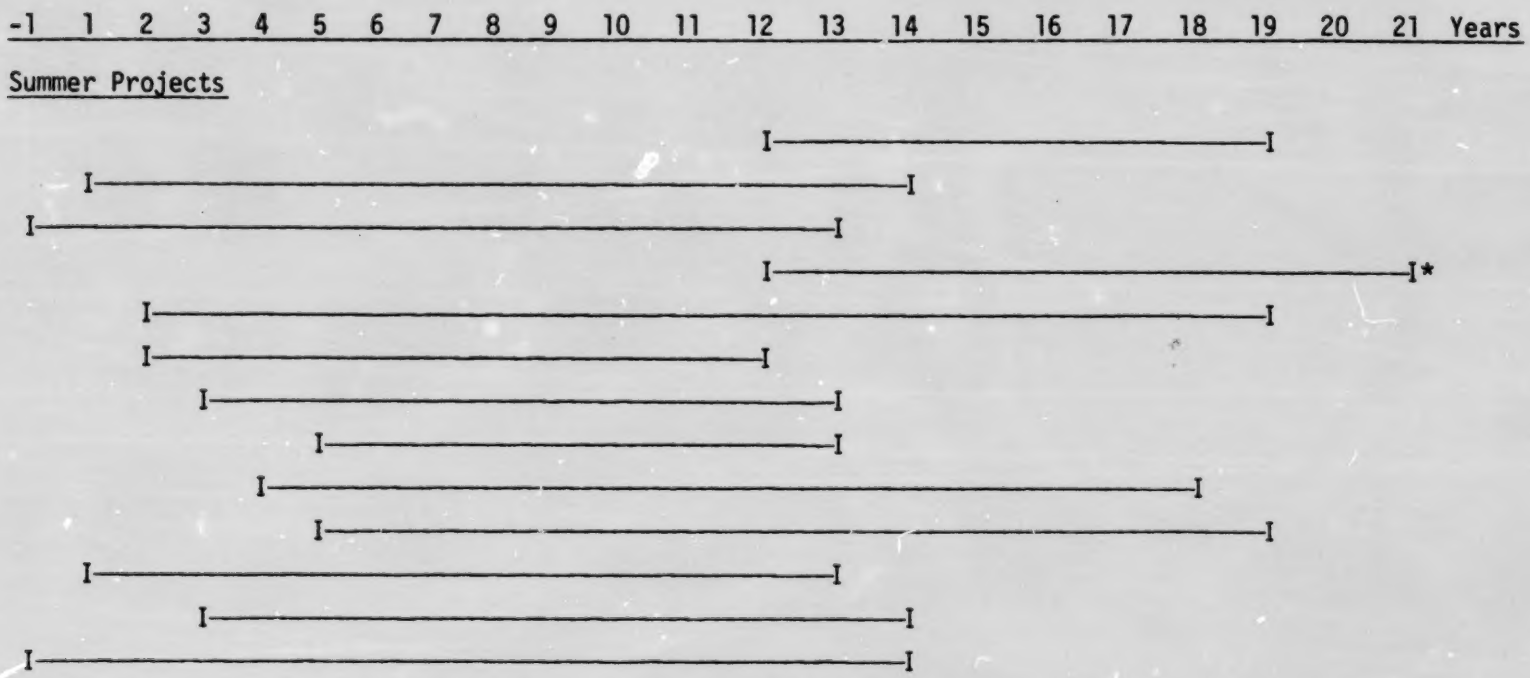


FIGURE 3--TITLE I MIGRANT PROJECTS BY AGE OF PARTICIPANTS (continued)



Values exclude 1 school year and 1 summer project which didn't report the age of their students.

*Evening program only.

Mobility

The Migrant Student Record Transfer System Summary report for 1977 showed that interstate migrant children had shorter registration periods on Wisconsin's MSRTS than did intrastate or settled out migrants. It also indicated that students over 21 years of age were registered the longest. (This may be because these students do not enroll in school if they move to another state. Thus they would stay on Wisconsin's register up to 365 days after being enrolled.)

TABLE 1

LENGTH OF ENROLLMENT AS A WISCONSIN TITLE I

MIGRANT STUDENT BY MIGRANT STATUS*

CALENDAR YEAR 1977

Interstate	5.70 mo.
Intrastate	9.42 mo.
Settled Out	8.03 mo.

*Months of Enrollment = $\frac{\text{F.T.E.}}{\text{\# Students}}$ (12 months)

TABLE 2

LENGTH OF ENROLLMENT AS A WISCONSIN TITLE I

MIGRANT STUDENT BY STUDENT AGE*

CALENDAR YEAR 1977

<4 years	5.26 mo.
4 years	7.77 mo.
5 - 17	6.90 mo.
18 - 21	7.65 mo.
>21	10.68 mo.
Weighted Average	6.73 mo.

*Months of Enrollment = $\frac{\text{F.T.E.}}{\text{\# Students}}$ (12 months)

Attendance

Even when enrolled on Wisconsin's register, many of the students apparently were not receiving project services. The average daily attendance during the school year represented 49 percent of the students served. In the summer, it represented 70 percent of the students served.

Funding

The Title I E.S.E.A. migrant education grant to Wisconsin for FY 1977 was $721,124.00. Projects were also able to utilize carryover monies from the previous (FY 1976) fiscal year up until September 30th of 1977 and those operating in the summer of 1977 were able to use money from the following (FY 1978) fiscal year. (These monies became available on July 1, 1977.)

TABLE 3

MONEY SOURCE BY TIME

Money Source	Time Available For Use During Evaluation Reporting Period (FY 1977)
FY'76 Carryover	(July 1, 1977 - Aug. 31, 1977)
FY'77 A	(July 1, 1976 - Aug. 31, 1977)
FY'78 A	(July 1, 1977 - Aug. 31, 1977)

Expenditures

Appendix A-1 lists the approved budgets developed for the use of these funds and Appendix A-2 shows expenditures from FY'76 carryover and FY'77 A monies. Additional FY'78 A monies used for these programs were not determined due to the great amount of staff time that would be needed to

separate these expenditures from the balance of FY'78 A expenditures. However, analysis of the approved budgets for these programs indicated that total anticipated expenditures from all funding sources were approximately $902,000.00.

Analysis of these approved budgets also showed 72 percent of the expenditures budgeted for summer projects and 28 percent for school year projects. Instructional costs were expected to claim the largest part of the budget (59 percent). Each of the other categories claimed less than 10 percent of the approved budget.

TABLE 4

FY 1977 MIGRANT ED./APPROVED BUDGETS

TOTAL	901,782.00	PERCENT
School Year	251,286.00	28%
Summer	650,496.00	72%
		100%

TABLE 5

FY 1977 BUDGET CATEGORIES

CATEGORY*	BUDGETED AMOUNT	
	Dollars	Percent
Administration (excluding SEA)	56,431.00	6
Instruction	534,563.45	59
Attendance	46,581.00	5
Health	15,524.00	2
Transportation	80,787.75	9
Operation of Plant	16,823.00	2
Maintenance of Plant	14,663.00	2
Fixed Charges	81,926.80	9
Food	43,167.00	5
Community Services	700.00	<1
Equipment	6,701.00	<1
Remodeling	3,914.00	<1
TOTAL	901,782.00	100%

*Reading and Other Language Arts were the main type of instruction offered. Administration included recruiters' and half of site coordinators' salaries.

Location and Time of Project Services

Only 1 of the school year programs and only 4 of the summer programs offered services in the evenings. (All of the other programs served students during the day.) Public school buildings were usually used to serve students. However, one of the school year projects served students in their homes, 2 of the summer projects (La Raza and CESA 3) provided service in privately operated instructional (community) facilities and 1 (UMOS) served children in a mobile van.

Staff Employed

The fall projects employed 99.5 teacher aides and 10 certified teachers and the summer projects 89 teacher aides and 108 teachers. Eighty-two percent of the teaching staff were bilingual or both bilingual and bicultural.

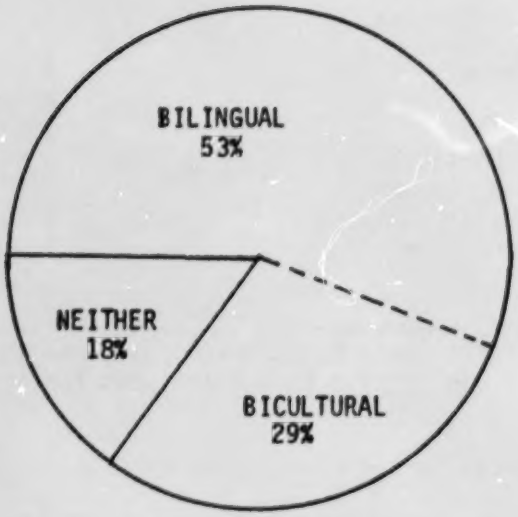
TABLE 6

TITLE I MIGRANT PROJECT INSTRUCTIONAL STAFF

BY BILINGUAL/BICULTURAL STATUS

Status	FALL PROJECTS		SUMMER PROJECTS		TOTAL	
	Teachers	Aides	Teachers	Aides	Teachers	Aides
Bilingual	5.0	43.0	21.0	17.0	26.0	60.0
Bilingual and Bilcultural	4.0	36.5	60.0	57.0	64.0	93.5
Neither	1.0	20.0	23.0	9.0	24.0	29.0
Not Reported	0	0	4.0	6.0	4.0	6.0
TOTAL	10.0	99.5	108.0	89.0	118.0	188.5

FIGURE 4.--TITLE I MIGRANT EDUCATION INSTRUCTIONAL STAFF BY BILINGUAL/BICULTURAL STATUS



All of the fall projects except one (Cambria) employed only teachers or aides. (The Cambria project also employed part-time administrative staff and 2 medical staff workers.)

The summer projects also employed a variety of other staff in addition to teachers and aides.

TABLE 7

TITLE I MIGRANT EDUCATION PROJECT SUPPORTIVE STAFF

FY 1977 SUMMER PROJECTS

POSITION TYPE	NUMBER[a]
Guidance Counselors	1.0
Food Services	34.5
Admin./Clerical	14.1
Supervision	3.6
Attendance	9.5
Health	4.85
Custodial	3.3
Transportation	2.0
Parent Liaison	1.0
Evaluator	1.15
Student Aides	5.0
Recruiter	2.0
TOTAL	82.0

[a]Report based on approved positions shown in Application budget analysis for FY'77.

The teacher-pupil ratios ranged from 1/1 to 1/28 in the school year projects and from 1/4 to 1/26 in the summer projects. School year projects had slightly lower ratios than did summer projects.

TABLE 8

TEACHER/PUPIL RATIOS IN TITLE I MIGRANT EDUCATION PROJECTS

TEACHER/PUPIL RATIO	PROJECT TYPE		TOTAL
	SCHOOL YEAR	SUMMER	
1/1 to 1/5	5	1	6
1/6 to 1/10	7	2	9
1/11 to 1/15	4	8	12
1/16 to 1/28	3	1	4
Not Reported	1	2	3
TOTAL	20	14	34
AVERAGE	1/9.95	1/12.0	1/10.77

Inservice Education

Nineteen of the 20 school year and 13 of 14 summer projects reported on their inservice education programs. Twenty-nine of these 32 projects indicated that they offered preservice or inservice training. Fall project staff received an average of 10 hours of training and summer staff an average of 18 hours of training. The use of materials and equipment, teaching techniques, staff roles, and curriculum were the most popular inservice topics. Although the frequency with which topics were offered in fall and summer projects were quite similar, summer inservice included a slightly higher average number of topics (8.0) than did school year projects (4.65).

TABLE 9

TITLE I MIGRANT EDUCATION INSERVICE

PROJECT TYPE	PROJECT TYPE: SCHOOL YEAR N=20	PROJECT TYPE: SUMMER N=14	TOTAL
Total Projects	20	14	34
Number Responding	19	13	32
Number Offering Inservice	17	12	29
Staff Trained	147.5	195	342.5
Professional	49	105	154
Paraprofessional	98.5	66	164.5
Other	0	24	24
Hours of Training	184	235	419
Professional	142	169	311
Paraprofessional	127	140	267
Other	0	22	22
Average Per Project*	9.68	18.08	13.09

*Averages based on 19 fall and 13 summer projects (2 projects did not respond to the question on inservice ed.).

TABLE 10

PERCENT OF PROJECTS BY INSERVICE TOPICS OFFERED

INSERVICE TOPIC	PROJECT TYPE FALL/SPRING N=19	SUMMER N=13	TOTAL N=32
1. Material/Equipment Use	74%	69%	72%
2. Staff Roles	42%	69%	53%
3. Teaching Techniques	68%	77%	72%
4. Support Services	16%	62%	34%
5. Curriculum	58%	62%	59%
6. Parent Involvement	11%	38%	22%
7. Migrant Record System	21%	69%	41%
8. Evaluation	16%	77%	41%
9. Coordination/Other Programs	47%	31%	41%
10. Cultural Awareness	47%	54%	50%
11. Testing	16%	54%	31%

*Percentages based on 19 fall and 13 summer projects which responded to the question on inservice.

The state migrant supervisor also conducted various inservice meetings during the year. Most of these related to the planning and operation of summer school projects.

DATE	DESCRIPTION
January 1977	Session for migrant serving agents covering the grant application process and planning projects for the summer.
March 1977	CESA 18 hosts a meeting for migrant serving agents.
May 1977	Interagency meeting.
April - May 1977	Meetings at Oconto and Wautoma to plan summer project inservice.
June 1977	Training session for Rural Manpower services staff.
July 1977	Evaluation conference for summer project staff.

Parent Involvement

Parent contact with the Title I migrant program was usually through a project teacher or recruiter. Seventy percent of the projects reporting indicated that parents were visited by a project teacher and 85 percent reported that parents talked to a recruiter. The major reasons listed for these conferences were enrolling project students or discussing student's academic progress.

TABLE 11

NUMBER OF PROJECTS BY TYPE OF PARENT CONTACT[a]

TYPE OF CONTACT	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	SCHOOL YEAR	SUMMER		
Visited Project	6	9	15	45%
Paid Staff	2	5	7	21%
Volunteer Staff	1	5	6	18%
Written Material	6	6	12	36%
Visited by Teacher	16	7	23	70%
Visited by Nurse	2	8	10	30%
Talked to Recruiter	15	13	28	85%

[a]Based on 20 school year and 13 summer projects.

TABLE 12

NUMBER OF PROJECTS BY REASON FOR CONTACTING PARENTS

REASON	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	SCHOOL YEAR	SUMMER		
Enrollment	15	12	27	82%
Field Trip Permission	5	4	9	27%
Health	5	9	14	42%
Academic	17	6	23	70%
Attendance	10	6	16	48%
Program Input	4	7	11	33%
Other	5	5	10	30%

[a]Based on 20 school year and 13 summer projects.

Coordination With Other Programs

The FY 1977 Wisconsin E.S.E.A. Title I Migrant Education grant application indicated that children participating in the Title I Migrant education programs were expected to receive related assistance from 3 other programs.

PROGRAM	ANTICIPATED EXPENDITURE
National School Lunch	$20,000.00
Texas Migrant Council	$80,000.00
Migrant Health Service (La Clinica)	$6,400.00
	$106,400.00

The application also indicated that "special efforts will be expanded to develop cooperation agreements with those agencies, departments and institutions whose full or part mission is to serve the migrant and seasonal farmworker (MSFW) family."

Project evaluation reports showed that Title I migrant education programs were coordinated with several other programs.

TABLE 13

NUMBER AND PERCENTAGE OF PROJECTS BY

OTHER PROGRAMS THEY WORKED WITH

NUMBER OF PROJECTS	PERCENT OF PROJECTS	OTHER PROGRAM
8	24%	Texas Migrant Council
13*	39%	District E.S.E.A. Title I program not specifically designed for migrant children.
2	6%	Church-sponsored program for migrant children.
3	9%	Other privately sponsored program for migrant children.
5	15%	Other State/Federal sponsored program for migrant children.
1	3%	Texas Teacher Exchange
6	18%	Community Agency Programs
6	18%	State University

*12 of these were school year projects.

The evaluation asked project directors to comment on the success of their efforts to coordinate Title I Migrant Education programs with services provided by other agencies. Fourteen of the directors included comments. Overall, more positive than negative comments were listed. Positive comments included the following:

FREQUENCY	TYPE OF COMMENTS
5	Successful use of city facilities and neighborhood organizations.
3	Good coordination with migrant health services clinic.
2	Use of resources from UW was helpful.
1	Good coordination with regular Title I summer school program.
2	Texas Migrant Council programming for younger children, transportation was effective.
2	Good relationship with UMOS.
2	County health services effective.
17 TOTAL	

Negative comments listed were:

FREQUENCY	TYPE OF COMMENTS
4	Difficulty in coordinating with Texas Migrant Council.
1	Local organization did not contribute as it should have.
2	Difficulty coordinating with Migrant Health Clinic.
1	Provision of health services took away from instructional time.
8 TOTAL	

II. PROJECT ADMINISTRATORS' SATISFACTION WITH SELECTED ASPECTS OF PROGRAM OPERATION

Coordinators indicated that they were most satisfied with the food services for children and least satisfied with the degree of parent involvement in their Title I migrant programs.

TABLE 14

COORDINATORS SATISFACTION WITH PROGRAM FACTORS

Factor	Number	Very Satisfied	Moderately Satisfied	Not Satisfied
Student Recruitment	(30)	60%	37%	3%
Parent Involvement	(30)	10%	50%	40%
Staff Training	(33)	42%	36%	21%
Student Needs Assessment	(30)	40%	47%	13%
Program Objectives	(31)	52%	42%	6%
Equipt/Materials	(33)	58%	27%	15%
Evaluation Procedures	(30)	17%	67%	17%
Facilities	(31)	52%	22%	26%
Health Services	(21)	43%	43%	14%
Food Services	(24)	75%	17%	8%

TABLE 15

SELECTED CHARACTERISTICS OF PROGRAM OPERATION RANKED BY DEGREE OF COORDINATORS SATISFACTION

Score* (2 = Maximum)	Rank	
1.67	1	Food Service
1.57	2	Student Recruitment
1.46	3	Program Objectives
1.43	4	Equipment/Materials
1.29	5	Health Services
1.27	6	Student Needs Assessment
1.26	7	Facilities
1.20	8	Staff Training
1.01	9	Evaluation Procedures
0.70	10	Parent Involvement

*Score based on weighting a response of "very satisfied" as 2, "moderately satisfied" as 1, and "not satisfied" as 0.

III. DESCRIPTION AND EVALUATION OF INDIVIDUAL PROGRAMS

School Year Projects

1. Project TIME "Tutorial Instruction for Migrant Education."

This project operated in 16 of the 20 school districts with school year projects and served almost 300 children. It was administered by CESA #13 and provided bilingual teachers and/or aides to conduct English as a Second Language classes for Spanish dominant students.[1] Classroom and Title I teachers prescribed daily remedial activities for Migratory children who had language arts or mathematics deficiencies. They also referred students for special services, helped in placing students, and contacted students' parents. The children were scheduled to receive approximately 30 minutes of help a day in a 1-1 or small group setting.

In one of the project TIME sites (Plainfield/Wautoma/Stevens Point) University of Wisconsin students tutored Spanish-speaking students in their homes twice a week during the evening.

The evaluation reports from 9 of the project TIME sites (Random Lake, Randolph, Hartford, Lake Mills, Oostburg, Stevens Point, Tri-County, Wautoma, Lomira) did not indicate what impact project services had on the participating students. Reports from the remaining 7 districts are summarized below.

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1. See Appendix B for a list of schools participating in Project TIME.

Beaver Dam - "The results provided oral language usage from Spanish only to independent English with varying degrees of progression with various children. Most children showed numerical grade level improvement on the WRAT, etc."

Berlin - "Students showed gain in all areas of testing. Many showed a significant gain as indicated by Olé test"

The report also included test scores from the Key Math Computation subtest given September 24, 1976, and October, 1976. Approximately one-third of the students were tested. Pre and post test Key Math percentile scores for 11 children showed that 9 improved their percentile standing.

Fond du Lac - "All students made extremely good gains both in academics and socialization. It must be understood that these children were unable to communicate in English at the beginning of the program. However, all could communicate orally, read and write English at the completion of the school year. This English success was not perfect but effective enough that their classmates could understand them. It also was reflected in their ability to socialize more effectively in the school setting."

The evaluator also included pre and post test scores from the Olé test and Dolch Word List. (Students were pre-tested in the Fall of 1976 and post-tested in the Spring of 1977.)

The 6 students pre and post tested on the Dolch (95) Word List showed a gain of 26 words; the 6 pre and post tested on the Olé test had produced an average of 48 Spanish words on the pre-test and 53 English words on the post-test.

Markesan - The evaluator indicated that no valid testing could be done because children could not speak English at the beginning of the program. The teacher's narrative reports

on each of the 5 children noted that their listening comprehension levels ranged from 60 to 90 percent and that their oral expression ability ranged from "halty" expression to "very good" expression at the end of the project period.

Marshall - The Peabody Individual Achievement Test (AGS publishers) was used to evaluate the children in this project.

TABLE 16

AVERAGE GRADE EQUIVALENT GAINS PER SUBTEST

Grade	N	Reading Recognition	Reading Comprehension	Math
K	3	NA	NA	NA
1	2	7 mo.	NA	18 mo.
3	2	15 mo.*	1 mo.	16 mo.
6	2	NA	5 mo.	15 mo.
7	2	NA	7 mo.*	29 mo.*
11-12	3	NA	NA	NA
Weighted Average		11 mo.	3.8 mo.	18.14 mo.

* Reflects gain of 1 student

Watertown - The evaluator indicated that "All students were pre-tested in the summer session and post-tested at the conclusion of the fall program. All students did show gains, especially in the area of reading."

Wild Rose - The evaluator indicated that "General positive changes in attitude were evident in the students when tutored by

myself and the aide. As a result, academic achievement was improved when students were tutored in their own native language. Student recesses were monitored also, occasionally, to ensure socialization between students"

2. CESA #18

This project operated in the Racine and Kenosha school districts from July of 1976 to June of 1977. Bilingual teacher aides tutored 450 Migrant children approximately 1½ hours a week in a 1-1 or small group setting. The aides worked under the direction of the classroom teacher although students were taken out of their regular classrooms to be tutored. Aides also helped to interpret students' language difficulties and provided written or oral translations for children and parents.

Home-school liaison workers were also employed to visit students' homes to coordinate the bilingual aide service, assist in scheduling students and/or referring them to special services, and maintain student records for the Migrant Student Record Transfer System.

The project in Kenosha also included a youth tutoring youth component. Older Spanish-speaking Migrant children tutored younger Migrant children in reading and language arts.

All components of the CESA #18 program attempted to increase cultural understanding and to develop student self-confidence in school and community settings.

The Peabody Picture Vocabulary Test and teacher observations were used to evaluate this project. The Peabody Picture Vocabulary Test indicated that:

- 61 percent of the students achieved one month's growth per month of project participation.
- 17 percent achieved some growth but less than 1 month per month.
- 3 percent achieved no growth.
- 19 percent exhibited a loss.

Ninety percent of the teacher observation forms showed positive evaluations.

3. Madison

Secondary grade students in Madison's Title I Migrant education project attended district classes in the morning and then were bussed to one of two learning resource centers in the afternoon where they received concentrated work in English, bilingual courses related to their culture and were tutored in subjects taken in their home schools. In the forenoon, they returned to their home school for classes

Elementary grade students received services from bilingual aides in the classrooms of monolingual teachers. These aides performed various liaison activities, developed cultural events for the children, and helped prepare and translate instructional materials.

A process evaluation of this program indicated that students met 91 percent of the 183 individual student goals written by project teachers.

The evaluator also noted a slight improvement in attendance at the elementary level and a significant increase in attendance at the secondary level.

4. Door County/Sturgeon Bay

This project employed 1 teacher aide who served 7 children on a 1-1 basis approximately 30 minutes a day. The aide assisted children

with vocabulary, reading, and mathematics. The Title I teacher at Sevastopol and the Door County special education language therapist also assisted the children in this program. In evaluation of this program, the director noted that:

> "Students, through the help offered, were able to function in the regular classroom more satisfactorily than in the past. The younger children gained some command of English words that were already in their Spanish vocabulary. Attendance was not good, but better than previous years when no assistance was given. This was especially true of the prekindergarten children at Cherry School."

5. Cambria

This project served 56 children from September to October of 1976. It provided an all-day kindetgarten program and field trip activities to promote students' language development. Staffing included 1 teacher and 3 aides. The project's brief duration precluded any formal evaluation.

Summer Projects

1. CESA #13

The cooperative project administered by CESA #13 operated in 8 school districts.[1] Collectively, these 8 sites served 974 children in June, July and August of 1977. The staff included:

87 Teachers
69 Teacher Aides
8.15 Administration, Clerical
3.0 Supervisors
3.0 Attendance
3.85 Health
2.70 Custodian, 1 part-time
19.5 Food Service Worker
1.0 Guidance Counselors
2.0 Transportation
1.0 Parent Liaison

1. See Appendix B for a list of districts included.

The project used field trip and other enrichment activities to improve student English language ability. Other aspects of this program were:

Site	Projects
Beaver Dam / Moraine Park Technical Institute	Vocational Education (sewing, typing, welding, auto mechanics, drivers education)
Berlin	Drivers Education
Plainfield	Drivers Education and other vocational education based on the IDEAL program

Following are the evaluations reported by project administrators for each of these programs.

Beaver Dam - The evaluator reported that 70 percent of the students in the drivers education component completed the work necessary for their permit and license.

The evaluator also reported that attendance in the evening program (which offered classes in welding, wood shop, sewing, typing, auto mechanics, small engine, and drivers education) increased by 17 percent.

Berlin - The evaluator reported that: "For the most part, the students were interested in coming to school and doing their classwork."

Marshall - The evaluator reported that:

> "There was a definite improvement in expression in both languages in all individuals, particularly those who started out with very little English. Socially, they all learned better how to cooperate with their peers in

> the classroom as well as on the playground. It was too short a time to note significant I.Q. changes, and we therefore did not give extremely time-consuming and comprehensive tests. The James Language Dominance Test was administered to the students and it helped to clarify the language needs of individuals."

Tri-County - The evening program evaluator reported that: "The (IDEAL) program and lack of facilities afforded the staff little opportunity to remediate observed weaknesses."

The day program evaluator noted that the class was overly large for one classroom and 3 teachers.

Cambria - The evaluator for this program reported that:

> "This was a successful summer. Because of the student teacher ratio, which on a daily basis was about 8 to 1, the teaching done 1-1 was significant."

UMOS - The evaluator indicated that "testing services were not provided."

Montello - The evaluator reported that:

> "all but 2 or 3 of the children over 5 who attended for more than a few days had all dental work completed, that over 40 had all fillings, extractions, crowns, etc., completed, and that 50 children also received complete physical exams and had all noted physical problems handled by project nurses or doctor."

The evaluator also reported that he did not believe that "the testing program used provided adequate information to evaluate academic achievement during our 6 week program."

South Beaver Dam - The evaluator reported that teacher reports on individual children showed

> "children changed or developed in many different ways. Their use of the English language was strengthened, their creativeness, learning to get along with others, understanding of their Spanish language, enjoyment of learning in a fun way are just a few ways to mention what was brought out from this summer."

The teachers report also stated that the Fox Lake Clinic gave students an intensive dental screening, that children made several trips to the dentist, and that children were also screened by the county nurse.

2. CESA #18

The summer project in CESA #18 operated in the Kenosha, Racine, North Cape (Franksville), Jefferson/Rome and Milwaukee school districts in July and August of 1977. Project staff included:

2.0 Administration
9.0 Teachers
7.0 Aides
1.0 Evaluator
4.0 Attendance Workers
0.6 Custodian
7.0 Food Service Workers

The 645 students in this program received instruction in language arts, physical education, art and music. Field trips to local museums, zoos, and other cultural centers, breakfast, and a level A lunch were also included.

A work experience component for high school students also operated as part of the Racine program. Students worked in the afternoon after attending school in the morning. (Maintenance or building and ground work were typical employments and students received the minimum wage.)

This program was jointly sponsored by Title I and the Racine Urban League.

The Key Math and Woodcock Reading tests were used to evaluate this program. Pre and post Woodcock grade equivalent scores were reported for only 24 children.

TABLE 17

CESA #18 TITLE I MIGRANT STUDENTS
WOODCOCK READING TEST SCORES

Subtest	Number Reported	Average Change		
		Regression	No Change	Improved
Word Identification	15	1	5	9
Word Comprehension	12	0	2	10
Passage Comprehension	12	0	2	10
Letter Identification	8	0	4	4
Word Attack	2	0	1	1

Key math pre and post raw scores were reported for 14 students. Analysis of these scores showed a pre-test mean of 17.9 and a post-test mean of 18.9.

3. La Raza

This program served approximately 88 children. The program provided:

- A day care program emphasizing student readiness skills.
- An elementary and middle grade program including individualized instruction, field trips, social encounters and discussion sessions.

The application indicated that the following staff would be employed:

3.0 Administration/Clerical
4.7 Teachers
6.5 Aides
0.15 Evaluator
0.50 Attendance Worker
1.0 Health Worker
2.0 Food Workers

This project did not submit an evaluation.

4. Madison

In this program, twelve 14-18 year old bilingual students were selected to tutor approximately 50 younger Migrant children in grades K-6. The tutors were able to earn 2 credits from Madison Public Schools by attenting morning classes and were paid $11.20 per day. Tutors were selected based on the following needs:

- limited English proficiency
- history of school suspensions, behavior conflicts, or extended absenteeism.

In the afternoon, the tutors were part of the "Community Services Team" operating in 4 centers. This team provided instruction in english and math. The centers operated daily from 12:00 to 2:30 p.m. for 7 weeks.

Field trips were used to expand the students' experiences and resources from the city of Madison programs (recreation, theatre, swimming lessons and other Community Center programs) were used frequently. Two teachers and 3 adult aides also staffed this project. Both the elementary grade children and the tutors in this program had been in Madison's school year Title I migrant education project.

Evaluation of the summer program indicated that:

- 10 of the 12 tutors completed their 2 courses with passing grades and 2 tutors dropped out of the program after the first 2 weeks.
- attendance was 95% or better.
- only isolated cases of behavior problems were reported.

5. Door County

(Baileys Harbor)

This project used outdoor activities to improve student language and mathematics skills. The morning was devoted to field trips or physical education activities, the afternoon to classroom experiences (art, language, mathematics, etc.), and the evening to classes for teenagers. Children under 6 years were involved in readiness activities. Project staff included:

0.5 (est) Administration/supervision
2.0 Teachers
5.0 Aides
1.0 Attendance Worker

Approximately 39 students were served for 6 weeks. Although no formal evaluation was completed for this program, the evaluation noted that students "responded positively to the outdoor education theme." A report from the Door County Public Health Nursing Service indicated that screening for pediculosis was done, treatment provided to 2

children, and treatment for other health problems provided to 4 other children.

6. Cedar Grove

This project provided instruction in communication skills, mathematics, and physical education to 74 migrant children in June, July and August. Project activities included field trips, dramatics, show and tell, writing a newspaper, musics, arts and crafts, and carpentry. The project was staffed by:

0.85 Administrator
6.0 Teachers
1.0 Recruiters
3.0 Aides
1.0 Janitor
2.0 Food Service Workers

The evaluator reported that "children enjoyed coming to school, they were learning the English language very quickly, and gained many academic skills."

7. Oconto

Language, writing, physical education and vocational awareness activities were provided to the 122 children served by this project. Project services were offered from 8:30 a.m. to 3:00 p.m. according to the following schedule:

Readiness Component		Primary/Intermediate Component
	Breakfast	
Story Time		Math
Art		Reading
	Outside Play	
Show and Tell		Creative Arts
	Lunch	
Quite time		Physical Education
Free Play		
Music		

Field trips were also scheduled to supplement these activities. The evaluator reported... "Academic wise I think they have gained in the basic areas of Reading, Writing, and Language Development."

APPENDIX A-1

APPROVED BUDGETS, FY 1977 MIGRANT EDUCATION

PROJECT NAME	TOTAL	4100 ADMIN.	4200 INST.	4300 ATTENDANCE	4400 HEALTH	4500 TRANSP.
		FALL 1976 - SPRING 1977				
Project Time						
Random Lake	4,043.00		3,622.45			
Randolph	2,968.00		2,684.00			
Beaver Dam Phase I	4,705.00		4,076.00			
Berlin Phase I	4,398.00		3,973.00			
Fond du Lac	10,622.00		9,123.00			
Hartford	2,499.50		2,245.00			
Lake Mills	5,335.00		4,786.00			
Markesan	4,687.00		4,171.00			
Marshall	11,336.00		10,062.00			
Oostburg	4,994.00		4,480.00			
Stevens Point	16,165.00		14,835.00			
Plainfield	3,038.00		2,760.00			
Watertown	12,288.00		10,717.00			
Wild Rose	13,623.00		11,311.00			
Wautoma	6,613.00		5,945.00			
Lomira	4,645.00		4,225.00			
CESA #18	103,465.00	11,330.00	48,396.00	21,179.00		
Madison	26,200.00		20,800.00			600.00
CESA #9	3,680.00		3,680.00			
Cambria	5,982.00	425.00	5,145.00			
		SUMMER 1977				
Beaver Dam Phase II	74,095.00	7,462.00	37,967.00	918.00	1,020.00	12,000.00
Berlin Phase II	25,709.00	1,185.00	13,727.00	866.00	1,564.00	2,100.00
Marshall	15,291.00	1,515.00	7,671.00		225.00	2,000.00
Tri-County	118,556.00	5,510.00	74,975.00	3,200.00	2,017.00	16,216.00
Cambria	36,941.00	3,350.00	20,750.00		2,533.00	3,720.00
UMOS-Wautoma	28,613.00		22,764.00	3,148.00		
Montello	13,473.00	1,850.00	9,542.00	500.00	375.00	2,156.75
South Beaver Dam	56,364.00	3,657.00	26,062.00	3,360.00	780.00	12,000.00
CESA #18	57,878.00	400.00	32,335.00	2,533.00	950.00	5,713.00
CESA #18*	78,974.00	6,962.00	39,230.00	4,006.00	1,050.00	8,412.00
La Raza	28,778.00	4,940.00	12,344.00	1,065.00	2,910.00	2,800.00
Madison	15,695.00		12,766.00			
Baileys Harbor - CESA 9	29,115.00	1,820.00	16,374.00	2,776.00	500.00	3,095.00

APPENDIX A-1

APPROVED BUDGETS, FY 1977 MIGRANT EDUCATION

PROJECT NAME	TOTAL	4100 ADMIN.	4200 INST.	4300 ATTENDANCE	4400 HEALTH	4500 TRANSP.
Cedar Grove	21,294.00	2,295.00	11,766.00	1,400.00	300.00	2,100.00
Oconto - CESA 3	44,720.00	3,730.00	19,254.00	1,630.00	1,300.00	7,875.00
TOTAL	901,782.00	56,431.00	534,563.45	46,581.00	15,524.00	80,787.75
			FALL 1976 - SPRING 1977			
PROJECT NAME	4600 OP. PLANT	4700 MAINT. PLANT	4800 FIXED CHARGES	4900 FOOD	5100 COMM. SERVICE	5200 EQUIPMENT
Project Time						
Random Lake			420.55			
Randolph			284.00			
Beaver Dam Phase I			449.00			180.00
Berlin Phase I			425.00			
Fond du Lac			1,499.00			
Hartford			254.00			
Lake Mills			549.00			
Markesan			516.00			
Marshall			1,274.00			
Oostburg			514.00			
Stevens Point			1,330.00			
Plainfield			278.00			
Watertown			1,571.00			
Wild Rose			2,312.00			
Wautoma			668.00			
Lomira			420.00			
CESA #18	170.00	11,613.00	10,777.00			
Madison			4,500.00			300.00
CESA #9						
Cambria			412.00			
			SUMMER 1977			
Beaver Dam Phase II	1,842.00	1,350.00	6,685.00	4,851.00		
Berlin Phase II	1,765.00	100.00	2,468.00	1,934.00		

APPENDIX A-1

APPROVED BUDGETS, FY 1977 MIGRANT EDUCATION

PROJECT NAME	4600 OP. PLANT	4700 MAINT. PLANT	4800 FIXED CHARGES	4900 FOOD	5100 COMM. SERVICE	5200 EQUIPMENT
Marshall	750.00	100.00	1,378.00	1,652.00		
Tri-County	6,248.00	300.00	4,023.00	6,067.00		
Cambria	550.00	200.00	3,973.00	1,615.00	250.00	
UMOS-Wautoma			2,701.00			
Montello	295.00	100.00	1,700.25	1,954.00		
South Beaver Dam	1,743.00	200.00	5,200.00	3,362.00		
CESA #18	363.00		6,981.00	5,103.00		3,500.00
CESA #18*	797.00		6,635.00	7,968.00		3,914.00
La Raza	618.00	200.00	1,450.00	2,001.00	450.00	
Madison			2,779.00	150.00		
Baileys Harbor - CESA 9	350.00		2,150.00	1,900.00		150.00
Cedar Grove	165.00		1,908.00	1,360.00		
Oconto - CESA 3	1,167.00	500.00	3,443.00	3,250.00		2,571.00
TOTAL	16,823.00	14,663.00	81,926.80	43,167.00	700.00	10,615.00

APPENDIX A-2

70A MIGRANTS

PROJECT NAME	TOTAL AMOUNT PAID		ACCOUNT NUMBER	TOTAL PAID PER ACCOUNT
Cedar Grove	19,429.82		#4110	31,102.13
CESA #9	16,324.65	ADMIN	#4120	383.85
CESA #13			#4190	5,940.68
Phase I			#4210	245,966.84
Beaver Dam	2,929.91		#4290	58,297.16
Berlin	2,367.25		#4310	35,463.45
Hartford	2,872.46		#4390	3,855.84
Lake Mills	4,809.95		#4410	1,759.75
Marshall	8,667.14		#4420	2,235.00
Oostburg	3,598.06		#4490	2,043.58
Plainfield	2,624.88		#4510	18,339.25
Random Lake	3,134.80		#4520	31,995.76
UW-Stevens Point	12,709.41		#4590	921.75
Watertown	11,755.10		#4610	7,285.98
Wild Rose	12,141.08		#4620	678.60
CESA #13			#4690	3,693.65
Phase II			#4790	1,490.47
Beaver Dam	39,967.33		#4820	3,537.38
Berlin	19,344.20		#4890	39,683.24
Cambria	27,926.21		#4910	11,305.51
Marshall	14,152.87		#4920	841.08
Montello	15,476.68		#4990	127.12
South Beaver Dam	38,927.67		#5294	16,594.46
Tri-County	100,578.81		#5295	334.60
Wautoma	23,206.12			
CESA #18				
Phase I	92,382.01			
Phase II	48,550.72			
DPI Migrant	36,560.00	ADMIN	D.P.I. MIG.	36,560.00
	560,437.13			560,437.13

APPENDIX A-2

608 - 1977 MIGRANT EXPENDITURES

EXPENDITURES BY SCHOOL

SCHOOL	AMOUNT
Cambria	$5,617.95
CESA #9	$2,140.27
CESA #13 Admin.	$57,226.52
Markesan	$4,080.43
Lomira	$1,059.94
Fond du Lac	$9,069.34
Randolph	$794.42
Wautoma	$3,843.46
Madison	$17,414.20
Madison Phase II	$10,279.82
TOTAL	$111,526.35

EXPENDITURES BY ACCOUNT

ACCOUNT		AMOUNT
Administration		
4110	Salaries	$425.00
4120	Contracted Services	$21,648.24
4190	Other Expenses	$5,179.80
Instruction		
4210	Salaries	$57,306.60
4220	Contracted Services	$2,064.95
4290	Other Expenses	$5,560.37
Attendance Services		
4310	Salaries	$2,480.88
4390	Other Expenses	$1,111.99
Other		
4820	Fixed Charges (Rental)	$1,897.30
4890	Fixed Charges (Fringe Benefits)	$13,777.76
4990	Food Services	$73.36
TOTAL		$111,526.35

APPENDIX B-1

SCHOOL YEAR PROJECTS

NAME	OPERATED	STUDENTS ENROLLED	STUDENTS ADA[a]	SERVED TM[b]	SERVED SO[c]	AGE OF STUDENTS TM[a]	AGE OF STUDENTS SO[a]
CESA #13 (Project Time)							
Random Lake	11/76 - 5/77	14	13	0	14	NA	5-18
Randolph	8/76 - 6/77	9	9	9	0	5-17	NA
Beaver Dam	8/76 - 6/77	17	7	2	5	5-12	5-10
Berlin	8/76 - 11/76	44	22	39	0	6-15	NA
Fond du Lac	8/76 - 6/77	29	6.37	0	7	NA	5-15
Hartford	9/76 - 11/76	11	7.77	11	0	5-15	NA
Lake Mills	8/76 - 6/77	11	6.50	6	1	6-17	6
Markesan	9/76 - 6/77	5	4.29	5	0	5-15	NA
Marshall	8/76 - 5/77	14	5.89	5	9	5-10	5-18
Oostburg	9/76 - 6/77	6	5.42	0	6	NA	6-16
St. Point/Plainfield/Wautoma	9/76 - 5/77	57	57 est	57	0	5-14	NA
Tri-County/Plainfield	9/76 - 11/76	33	28	30	3	5-16	7-9
Watertown	8/76 - 11/76	28	26	28	0	5-12	NA
Wild Rose	9/76 - 5/77	12	10	12	0	5-12	NA
Wautoma	9/76 - 11/76	29	25	26	3	5-14	6-14
Lomira	8/76 - 10/76	21	19	21	0	4-17	NA
CESA #18	7/76 - 6/77	450	76.5	100	350	6-12	6-12
Madison	9/76 - 8/77	52	47.0	0	52	NA	6-19
CESA #9							
Sturgeon Bay/Door Co.	9/76 - 6/77	7	4.2	7	0	NA	NA
Cambria	9/76 - 10/76	56	47.0	56	0	4-18	NA
TOTALS	7/76 - 6/77	905	426.94	414	450	4-18	5-18

ADA = Average Daily Attendance
TM = True Migrant
SO = Settled Out Migrant

APPENDIX B-2

SUMMER PROJECTS

NAME	OPERATED	STUDENTS ENROLLED	STUDENTS ADA[a]	SERVED TM[b]	SERVED SO[c]	AGE OF STUDENTS TM[b]	AGE OF STUDENTS SO[c]
CESA #13-Project Time							
Beaver Dam	6/77 - 8/77	38	21	19	3	12-18	12-18
Berlin	6/77 - 8/77	179	71.6	116	1	1-14	10+
Marshall	6/77 - 8/77	43	36	20	19	4-12	2-13
Tri-County	6/77 - 8/77	194 est (day) 197 est (eve)	50.0	179	18	12-20	12-20
Cambria	6/77 - 8/77	150	60	105	0	2½-18	NA
UMOS-Wautoma	6/77 - 8/77	144	15	144	0	2-12	NA
Montello	6/77 - 8/77	81	50	78	3	3½-12	5-12
South Beaver Dam	6/77 - 7/77	75	60	75	0	5-12	NA
CESA #10	7/77 - 8/77	645	528.3	225	420	4-17	4-17
La Raza	NR	88 est	88 est	NR	NR	NR	NR
Madison	NR	50	47.0	NR	NR	NA	6-19
CESA #9							
Baileys Harbor	7/77 - 8/77	39	16	39	0	1-13	NA
Cedar Grove	6/77 - 8/77	74	48.8	58	16	3-14	3-14
Oconto/CESA 3	7/77 - 8/77	122	78.0	122	0	6 mo-14	NA
TOTALS	6/77 - 8/77	2,119	1,169.7	1,180	480	<1-20	3-20

ADA = Average Daily Attendance
TM = True Migrant
SO = Settled Out Migrant

Return to: ESEA Title I Office
126 Langdon St. Madison, WI
30 days after your project has terminated.

END-OF-PROJECT EVALUATION REPORT

ESEA-Title I Migrant Education

Fiscal Year _____

IDENTIFICATION

Project Name _____ Project # _____

Program Director (Name) _____ Address _____ Phone _____

Project beginning and ending dates: From _____ to _____
Month Day Year Month Day Year

Location of Project Activities:

Site of Project Activities	City or Township of Site	Time	
		Day	Evening

CHILDREN SERVED BY PROJECT:

Total Number of True Migrant Children Served _____ Age Range: From ___ yrs. to ___ yrs.

Total Number of Settled-Out Migrant Children Served ___ Age Range: From ___ yrs. to ___ yrs.

Average Daily Attendance _____

Number Enrolled _____

COORDINATION WITH OTHER PROGRAMS

This project was coordinated with:

_____ The Texas Migrant Council Program in Wisconsin.
_____ Another ESEA-Title I project not primarily designed for migrant children.
_____ A church-sponsored program for migrant children.
_____ Another privately sponsored program for migrant children.
_____ Another state/federal sponsored program for migrant children.
_____ The Texas Teacher Exchange Program.
_____ Community Agency Programs _____ State Universities

Use this space to comment on the success of your efforts to coordinate activities with other programs designed for migrant children/families.

PRE-SERVICE, INSERVICE AND POST SERVICE TRAINING

Number of persons who received special training for this project_____
Professional_____ Para-Professional_____ Other_____

Total length (hours) of training provided_____
Professional_____ Para-Professional_____ Other_____

Topics covered in training:

____ Use of materials and equipment
____ Staff Roles
____ Teaching techniques/lesson plans
____ Supportive Services
____ Curriculum
____ Parent Involvement
____ Migrant Record System
____ Evaluation procedures
____ Coordination/other programs
____ Cultural Awareness
____ Testing

PARENT INVOLVEMENT

How were the parents of migrant children involved in this project?
(Check where applicable and indicate number.)

____ Visited the project
____ Served as paid staff
____ Served as volunteer staff
____ Received written material describing the project
____ Were visited by a project teacher
____ Were visited by a project nurse
____ Talked to a project recruiter

Check the reason(s) for visitation(s).

____ Enrollment
____ Field Trip Permission
____ Health
____ Academic
____ Attendance
____ Program Input
____ Other

EVALUATION OF PROGRAM OPERATION

Rate your satisfaction with the following factors of program operation.

Factor of Program Operation	Very Satisfied	Moderately Satisfied	Not Satisfied	Don't Know
1. Student recruitment				
2. Parent involvement				
3. Staff training				
4. Student needs assessment				
5. Program objectives				
6. Equipment/materials				
7. Evaluation procedures				
8. Facilities				
9. Health Services				
10. Food Services				

Staffing Pattern:

Teacher/Pupil Ratio_____

I. Number of Teachers_____
   A. Number Bilingual_____
   B. Number Bilingual/Bicultural_____

II. Number of Aides_____
   A. Number Bilingual_____
   B. Number Bilingual/Bicultural_____

What recommendations do you have for future projects?

DESCRIPTION OF PROJECT ACTIVITIES

Briefly describe the major activities and services that were offered to the children participating in this project:

EVALUATION OF IMPACT OF PROJECT ACTIVITIES

Summarize the results of your student evaluations indicating any changes noted in student academic achievement or welfare during the project period. Attach additional sheets or test score summaries as appropriate.

Signature of Person (s) completing this report: _____
Name Date

	DEPT. OF PUBLIC INSTRUCTION (Migrant)	Very Satisfied	Moderately Satisfied	Not Satisfied	Don't Know
1.	INFORMATION NEEDED FOR PLANNING OF SUMMER PROJECTS				
2.	CLARIFICATION OF MIGRANT PROGRAM POLICIES				
3.	TIMING OF ALL BUDGET APPROVALS				
4.	INTER AGENCY COMMUNICATIONS (INPUT TO DPI FROM PROJECTS)				
5.	QUALITY OF EVALUATION				
6.	FEEDBACK TO PROJECTS				
7.	DIVISION OF AUTHORITY				
8.	FUTURE OBJECTIVES AND ORIENTATION				

APPENDIX D

DATA SOURCE: HISTORY TAPES

STATE OF WISCONSIN

STATE TOTALS — FTE/ENROLLMENT SUMMARY — 01/01/77 - 12/31/77

GRANT STATUS	AGRICULTURAL	UNDER 4 YEARS	4 YEARS	5 - 17 YEARS	18 - 21 YEARS	OVER 21 YEARS	TOTAL
I.	Interstate (True Migrant)						
	NO. FTE	207.41	84.03	692.52	91.65	16.75	1092.37
	NO. ENROLLMENTS	533	158	1881	173	21	2766
	NO. STUDENTS	466	120	1543	149	20	2298
II.	Intra-State (Moved Within State)						
	NO. FTE	25.35	24.32	288.71	5.89	0.47	344.74
	NO. ENROLLMENTS	62	64	627	8	0	761
	NO. STUDENTS	53	47	332	7	0	439
III.	Settled Out						
	NO. FTE	43.74	46.45	502.50	11.47	5.02	609.17
	NO. ENROLLMENTS	132	100	990	16	6	1244
	NO. STUDENTS	112	72	706	15	5	910
TOTALS	NO. FTE	276.50	154.80	1483.73	109.01	22.24	2046.28
	NO. ENROLLMENTS	727	322	3498	197	27	4771
	NO. STUDENTS	631	239	2581	171	25	3647

SURVEY/ELIGIBILITY/PERMISSION FORM WISCONSIN MIGRANT EDUCATION PROGRAM Family Surname_____

APPENDIX E

	Legal Parents		Current Parents	
	Last Name	First Name	Last Name	First Name
FATHER				
MOTHER				

Migrant Status:(Check one)

1. Interstate_____
2. Intrastate_____
3. *Settled-out_____

Current Address_____City_____, Wisc., Zip Code_____
Homebase Address_____City_____, State_____Zip_____
Last Address if different from home base: City_____, State_____Date arrived in Wisc._____
Employer's Name_____ Grower_____ Processor_____ Other: (specify)_____
*Complete (if Settled-out): Last year migrated: 19__From: (City, State)_____To _____
Other states where migratory farm/fishery work has been done:_____

CHILDREN

	Last Name	First Name	MI	Sex	Birthdate	Ver.	Birthplace City, Co., State	Student Number	MNE	Last School District Attended	Grade	Date Left
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												56
10.	63											
11.												
12.												
13.												

Yes ☐ No ☐ 1. I give permission for my child/children to participate in the migrant education program of_____ School District and for records to be sent to the next school(s) or to the Migrant Student Record Transfer System.

Yes ☐ No ☐ 2. I give permission for my child/children to be given any necessary medical or dental examination and treatment.

Yes ☐ No ☐ 3. I give permission for my child/children to participate in school-supervised field trips.

Yes ☐ No ☐ 4. I give permission for the school to use my child's name and picture(s) to publicize the school program.

I certify that the above information is correct to the best of my knowledge.

Parent's signature_____

Date_____

Recruiter's Signature_____ Date_____

Project Administrator's Signature_____Date_____
or Site Coordinator's

Sí ☐ No ☐ 1. Doy mi autorización para que mis hijos participen como alumnos en el programa escolar para niños migratorios del distrito escolar de_____ y para que sus registros sean enviados a la siguiente escuela(s o al MSRTS.

Sí ☐ No ☐ 2. Doy mi autorización para que se les dé a mis hijos exámenes y tratamiento médico y dental.

Sí ☐ No ☐ 3. Doy mi autorización para que mis hijos participen en excursiones supervisadas por la escuela.

Sí ☐ No ☐ 4. Doy mi autorización para que se utilicen los nombres y fotografía de mis hijos en publicaciones de la escuela.

Certifico que la información dada es correcta según mi saber y entender.

Firma del Padre o la Madre_____

Fecha_____

1. Interstate - A child who has moved with a parent or guardian across State boundaries within the past year in order that the parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or related food processing activities. The parent or guardian and the child are expected to continue in the migrant stream
2. Intrastate - A child who has moved with a parent or guardian across school district boundaries within the past year in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.
3. Settled-out - A child of a family who once followed a migrant stream, who decided not to follow the crops and "settled-out" in a given community. The eligibility of children in this category to participate in projects funded under Public Law 89-750 continues, with written consent of the parents, for a period of five (5) years after the parents have settled-out.